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News Summary

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Shark repellent and social-science institutes were among the topics on the agenda at scholarly meetings last week. Story on Page 5.

Fellowships and grants have been awarded by the American Council of Learned Societies to 248 scholars in the humanities. List on Page 8.

The accrediting agency for journalism programs in the U.S. is embroiled in a serious dispute with two universities. Story on Page 15.

Congress returns from a five-week recess next week to take up pressing business on appropriations, including a measure setting spending levels for the Department of Education. Story on Page 17.

Recommendation letters too seldom tell admissions committees or employers what they need to know about a candidate. Story on Page 21.

Universities in the Atlantic provinces may withdraw from Canada's intercollegiate football championship. Story on Page 25.

Colleges may refuse to admit as many as 10,000 Nigerian students this fall if they are unable to pay their bills. Story on Page 27.

Visiting Americans failed to secure the release from prison of a top administrator of El Salvador's National University. Story on Page 29.

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'HOTTEST ISSUE OF THE DAY'

Universities Moving to Raise Quality of Education Schools

By BEVERLY T. WATKINS

Stung by recent criticism of the way they train schoolteachers, many colleges and universities are trying to improve both the quality of their education schools' curricula and the caliber of students they enroll.

Criticism of teacher education has increased substantially since the National Commission on Excellence in Education and several other groups issued reports last spring decrying the condition of public education. The reports recommended reforms in the way schoolteachers are prepared.

"Teacher education is the hottest issue of the day in the United States. It has put us in a quandary about where to go next," says Margaret Marston, a member of the Virginia State Board of Education who served on the National Commission.

"There are many reasons for the poor quality of our teachers," she acknowledges. "They come from groups with the lowest S.A.T. scores. Salaries are dismally low. Good teachers leave the schools after several years for more pay or better jobs or because they have no authority in the classroom or because they get weary."

While "we don't know exactly what to do," says Ms. Marston, "we might demand more rigor from the teachers' colleges."

85 Pct. Have Made Changes

Many of the 1,300 higher-education institutions with teacher-education programs have already made some changes. A survey conducted last year by the National Center for Education Statistics indicated that, during the last five years, 85 per cent of the schools of education had taken some step to improve their offerings. About 75 per cent had tightened their entrance requirements.

A few institutions have undertaken substantial reforms. Oregon State University and Western Oregon State College merged their schools of education last fall to eliminate duplicate programs and improve the overall quality of their offerings. The University of California at Berkeley, the University of Michigan, and other institutions are currently revamping their entire programs after a series of cuts and administrative changes. A few institutions, including

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States Play 'Catch Up' with College Funds

By JACK MAGARRELL

The shifting winds of state finance have caused some sharp changes of course in appropriations for higher education this year.

In states where public support for higher education went down last year, double-digit increases are reported this year. Minnesota, for example, which was down more than 4 per cent last year, is up 18 per cent this year.

And in all but one of the states where higher-education appropriations are down this year, they were up substantially last year. Oklahoma's appropriations, for example, increased 23 per cent last year but are down 3 per cent this year.

Only South Dakota, among 35 states reporting, suffered reductions in appropri-

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U.S. and Soviets to Resume Talks on Exchanges

Programs were curtailed over Afghanistan, Poland

By MALCOLM G. SCULLY

WASHINGTON

The United States and the Soviet Union have agreed to resume negotiations on a new agreement for cultural, scientific, and scholarly exchanges.

Such exchanges have been cut back in recent years because of the deteriorating political relations between the two countries. In curtailing the programs, both the Carter and the Reagan Administrations have cited U.S. displeasure over the Soviet military intervention in Afghanistan in late 1979, the arrest of Andrei D. Sakharov, the dissident physicist, in 1980; and Soviet support for the Polish government's declaration of martial law in 1981.

Whether the new agreement will be affected by U.S. anger over the loss of a Korean airliner last week was unclear.

The decision to reopen negotiations reflects the view of some scientists and State Department officials that the suspension of exchanges has failed to influence Soviet behavior and has created more problems than advantages for the United States.

"People have decided that there is some very real usefulness in having some agreements," said one State Department official. Even so, the official and others familiar with the decision said any major expansion of scientific and scholarly cooperation would be contingent on an overall improvement in relations.

According to an official statement from

Continued on Page 29, Column 1

South Africa Backs Away from Quota Plan for Blacks

BY HELEN ZILLE

CAPE TOWN

The South African government has retreated—at least temporarily—from its plans to put into effect a law setting quotas for the number of black students at white universities.

The decision was announced last week by Gerrit Viljoen, Minister of National Education, who is empowered to set a quota limiting the number of African students at each of the country's eight white universities, at the one for students of mixed race, and at the one for Indians.

Mr. Viljoen was granted the authority to set quotas under legislation that was passed by South Africa's Parliament in July. The move drew the strongest opposition from white English-language universities since segregation was imposed on them by the Nationalist government 24 years ago.

In his announcement, Mr. Viljoen made it clear that the quota law would remain on the statute books and that he could impose it at any time if he considered it necessary.

Nor does the latest development mean that universities will be entirely free to admit students on the basis of merit alone.

The old system, under which black students needed a permit to attend white universities, will remain in force in some disciplines—medicine, dentistry, veterinary science, nursing, pharmacy, optometry, agriculture, and land surveying.

In all other fields, the universities will be

Continued on Page 28, Column 1

Behavioral Science vs. Animal Rights

Animal-protection groups have marked behavioral research for particular scrutiny next year. Scientists at the annual meeting of the American Psychological Association were advised to "insure that their own message is clearly heard."

For details, see the "Scholarship" section, beginning on Page 5.

1983-84 Funds for Colleges and Universities Up 6 Per Cent in First 35 States to Report

States are increasing their support for higher education by an average of about 6 per cent this year, judging from appropriations reported by 35 states.

That growth is somewhat larger than last year's 5 per cent, the smallest increase in more than 20 years.

Total spending for higher education is expected to reach $89-billion this year, exceeding last year's figure by more than 11 per cent, according to estimates released last week by U.S. Education Secretary Terrel H. Bell.

Public colleges and universities are expected to spend $59-billion in 1983-84, a 10.9-per-cent increase. Spending by private institutions is estimated at $30-billion, a 13.2-per-cent increase.

The Education Department's estimates include revenue from student fees, the federal government, and private sources, as well as state appropriations.

Taxes Up, Despite Recession

The states continue to suffer the effects of the national recession, but more and more of them are reaching a point where further budget cuts seem less acceptable than tax increases.

Early estimates indicate that the dollar increases in state taxes this year will be more than double the yearly increases of the past two years.

State taxes were raised by roughly $4-billion in fiscal 1982 and again in fiscal 1983, according to the Tax Foundation, a nonprofit research organization in Washington.

Earlier attempts by states to patch up budgets by reducing spending and by increasing special levies—such as the "sin taxes" on cigarettes and liquor—have been replaced by increases in such broad-based taxes as those on income and sales, said Robert W. Schleck, a researcher at the Tax Foundation.

Raising the broad-based taxes, he said, indicates that the states are "seriously concerned with raising money" for general purposes.

The 35-state figures for higher-education appropriations for 1983-84 were compiled by M. M. Chambers, professor of education administration at Illinois State University.

The total amount appropriated for higher education in 35 states for 1983-84 is 6 per cent larger than the total for the same states last year, Mr. Chambers reported.

Data compiled by Mr. Chambers show that state support for higher education in all 50 states in 1982-83 totaled more than $24-billion, an increase of 5 per cent, compared with an average increase of 13.7 per cent a year in the previous 20 years.

While the growth of state support for colleges and universities has slowed in the past two years, so has the rate of inflation, which had undercut the purchasing power of larger increases in previous years. The inflation rate as measured by the Consumer Price Index for the year ending June 30 was only 2.6 per cent, compared with 9.6 per cent two years earlier.

Tuition rates have been increased substantially at many public institutions to augment state appropriations that were considered inadequate.

Moving Up on State Agendas

Education, often linked to plans to bolster economic development, has moved higher on the agendas of state officials at their regional and national meetings in the past year.

At the summer meeting of the National Governors' Association in Portland, Me., the governors called for state action to strengthen education at all levels.

Legislators from 14 states in the South, at a conference in Asheville, N.C., sponsored by the Southern Regional Education Board, endorsed recommendations for improving educational quality.

The recommendations included raising high-school graduation requirements and college admissions standards, upgrading teacher-education programs, strengthening the teaching of mathematics and science in the schools, and reappraising the goals of vocational education.

"States must play the key role in improving the quality of education," said a resolution adopted by the Southern legislators. "This will require a new level of cooperative efforts by governors, legislators, and boards of education and higher education."

—JACK MAGARRELL

Higher-Education Appropriations for 1983-84 in 35 States

	Appropriation for 1983-84	1-year change	2-year change
Alabama	$ 410,038,000	+ 1%	+ 9%
Arizona	336,080,000	+15%	+10%
Arkansas	197,321,000	0%	+ 7%
Colorado	366,747,000	+ 5%	+20%
Connecticut	273,706,000	+ 8%	+19%
Delaware	77,792,000	+ 1%	+ 8%
Georgia	570,170,000	+ 7%	+14%
Hawaii	181,560,000	− 2%	+17%
Idaho	101,107,000	+ 8%	+ 6%
Indiana	503,484,000	+16%	+ 4%
Iowa	372,128,000	+ 1%	+16%
Kansas	306,473,000	0%	+10%
Kentucky	400,529,000	+ 9%	+18%
Maryland	437,028,000	+ 1%	+13%
Michigan	887,471,000	+ 3%	+ 5%
Minnesota	612,209,000	+18%	+12%
Mississippi	345,370,000	+17%	+15%
Missouri	363,689,000	+ 2%	+12%
Montana	103,617,000	+ 9%	+24%
Nebraska	193,925,000	+ 2%	+ 7%
Nevada	75,360,000	+ 5%	+14%
New Mexico	187,600,000	+ 2%	+ 9%
New York	2,166,908,000	+ 8%	+17%
North Dakota	108,725,000	0%	0%
Ohio	883,761,000	+ 4%	+20%
Oklahoma	389,167,000	− 3%	+20%
Oregon	272,969,000	+13%	+ 8%
Rhode Island	97,651,000	+ 7%	+17%
South Carolina	392,471,000	+ 9%	+ 9%
South Dakota	53,070,000	− 1%	− 7%
Utah	196,060,000	+ 1%	+14%
Vermont	40,343,000	+ 7%	+19%
Virginia	617,283,000	+ 5%	+13%
Washington	566,477,000	+14%	+14%
West Virginia	199,319,000	+ 3%	+ 4%
Total for 35 states.	$13,289,608,000	+ 6%	+13%

SOURCE: M. M. CHAMBERS, ILLINOIS STATE UNIVERSITY

Note: Amounts are state tax funds appropriated for annual operating expenses, scholarship programs, and statewide governing or coordinating boards. Not included are appropriations for capital outlay or money from sources other than state taxes.

States Play 'Catch Up' with Funds for Colleges and Universities *Continued from Page 1*

ations in both of the past two years.

Data for 35 states have been reported so far in the annual compilation of higher-education appropriations by M. M. Chambers, professor of education administration at Illinois State University.

Other states reporting decreases in appropriations for fiscal 1984 are Hawaii, down 2 per cent after an increase of nearly 20 per cent last year; Kansas, down 0.5 per cent following last year's increase of 10.5 per cent; and Arkansas, down 0.4 per cent after an increase of 7.7 per cent in fiscal 1983.

States reporting double-digit increases in higher-education appropriations for fiscal 1984 include Mississippi, up 17 per cent after a decline of 1.4 per cent last year; Indiana, up 16 per cent this year after a 10-per-cent reduction last year; Arizona, up 15 per cent after last year's cut of 4.6 per cent; Washington, up 14 per cent, following a budget last year that was unchanged from the year before; and Oregon, up 13 per cent after last year's decline of 4.8 per cent.

Using Up Reserves

To cover budget gaps that were unfilled by state appropriations, some institutions have had to use reserve funds and other "one time" sources of money that will not be available for operating expenses next year.

In South Dakota, where revenues are lagging because of a continuing recession in its farm economy, the state colleges and universities increased their operating budgets slightly, despite reductions in their state appropriations.

In fiscal 1983, appropriations for higher education in South Dakota were down 6.3 per cent, but operating budgets rose 2.2 per cent. For fiscal 1984, appropriations were cut another 1 per cent but operating budgets are up 1.7 per cent over last year.

The appropriations cuts were offset by shifting funds and using reserves, as directed by the legislature.

Instead of giving South Dakota State University more money for fuel, for example, the legislature told it to burn the stockpile of coal on its campus, reducing the reserve from two or three years' worth to a 30-day supply. Similarly, the other South Dakota campuses were told to use up the reserve supplies of fuel oil that they had built up as a hedge against another oil shortage.

Some of the money in the state's higher-education facilities fund, which gets 20 per cent of tuition revenues to finance new buildings, was diverted to college operating budgets.

Operating budgets of the South Dakota institutions were further strengthened by raising tuition rates: 7.5 per cent this year, on top of a 7-per cent increase last year.

In Minnesota, where state revenue shortfalls had forced four mid-year cuts in college funds since 1980, the legislature increased the higher-education appropriations for 1983-84 by 18 per cent over the previous year's total.

Tuition's Share Increased

At the same time, the Minnesota legislature adopted a new budget policy that increases the share of instructional costs to be supported by tuition. Under the new policy, appropriations are made on the assumption that tuition revenue will equal a specified share of the costs of instruction.

For the University of Minnesota, tuition revenue in fiscal 1983 equaled about 30.1 per cent of instructional costs. That percentage will be increased, under the budgeting-policy formula, to 31 per cent in fiscal 1984 and 32 per cent in fiscal 1985. In dollars, that means tuition revenue per student will rise from $1,448 in 1983 to $1,819 in 1985, an increase of 26 per cent. The actual tuition charged will be established by governing boards of the institutions, which may vary the tuition rates according to program, level or cost of instruction, and other criteria.

In the next two years, the Minnesota Higher Education Coordinating Board said, the new policy will increase tuition's share of instructional costs from 25.3 per cent to 31 per cent in the state-university system, from 29.1 per cent to 32 per cent in the community colleges, and from 15.2 per cent to 25.7 per cent in the area vocational-technical institutes.

The decline in oil prices dramatically changed appropriations for higher education in Oklahoma. When the legislature voted funds for 1982-83, the oil revenues upon which the state was heavily dependent looked ample. Appropriations for higher education were increased nearly 23 per cent over the previous year's total.

Oklahoma's revenues, however, soon dropped sharply under the impact of falling oil prices, and the legislature, in special session, reduced by 4 per cent the appropriations it had made earlier for all state agencies, including colleges and universities. For 1983-84, higher-education appropriations were held at the reduced level.

To ease the budget squeeze for Oklahoma colleges and universities this year, the legislature authorized, and the board of regents approved, a 10-per-cent increase in the general enrollment fee charged to all students, plus an additonal 15-per-cent increase in fees for out-of-state students.

32 Endowments in Study Invested in Ventures

WASHINGTON

A national survey indicates that about 18 per cent of American colleges and universities invested some of their endowment funds in business ventures in fiscal 1982.

With partnerships between universities and businesses being discussed enthusiastically on many campuses, the venture-capital investments may have increased since the survey period.

The survey of endowment investments in fiscal 1982 found that most of the colleges and universities making venture-capital investments limited them to not more than 5 per cent of the total value of their endowment.

The survey, conducted by the National Association of College and University Business Officers, found 32 of 180 participating institutions had made investments in venture capital during the year ending June 30, 1982.

All but one of the institutions with venture-capital investments were private and most had large endowments. Twenty of the 32 institutions had endowments with total market value of more than $100-million.

The individual institutions in the survey were not identified by NACUBO.

Many colleges restrict their investments of endowment funds to securities offering relative safety. The survey found that in fiscal 1982 the average endowment fund consisted of stocks, 52 per cent; bonds, 28 per cent; short-term securities, 14 per cent; real estate, 3 per cent; and miscellaneous, 3 per cent.

Overall, college and university endowments showed a net loss—the change in market value plus dividends and interest—of 0.9 per cent in fiscal 1982, according to an earlier NACUBO report.

In exploring the nature of miscellaneous investments, the NACUBO survey found only a few institutions investing in the futures market, where securities and commodities are bought and sold for delivery at a future date: four in financial futures, one in gold futures, and one in corn and hog futures. Three institutions said they had investments in the gold market.

About a fourth of the institutions said they had invested in foreign securities and another fourth said they had no foreign investments but had no policy against such investments.

—JACK MAGARRELL

Quality

Continued from Page 1

Duke and Case Western Reserve Universities, have discontinued teacher education.

On most campuses, deans and directors of teacher education are taking another look at their admission and "exit" standards, which still allow many students with weak academic preparation to become teachers.

Scrutinizing the Curriculum

Educators are also scrutinizing the curriculum, which tends to be heavy on theory and skimpy on practical experience, for better ways to prepare students for the "real" world of the classroom.

They are re-evaluating "in-service" or continuing-education programs, which critics call irrelevant and inadequate.

Although teacher educators are not sure which of their efforts—if any—will help solve the problems, they have begun to try a variety of things. For example:

► The University of South Carolina has eliminated undergraduate degrees in education and moved the education courses into the college of arts and sciences. Students will be mathematics or history or English majors and receive their degrees in those subjects.

Requirements for prospective teachers have been increased from 120 to 138 credit hours and now include more mathematics and foreign-language training. Potential elementary-school teachers must complete 18 credit hours in an academic subject taught in elementary school. For students planning to be secondary-school teachers, the requirement is 24 hours.

The amount of field experience has been increased 20 per cent.

Following the change, the number of freshmen interested in teacher education more than doubled—from 64 last year to 132 this fall, says John D. Mulhern, dean of education.

► Beginning next fall, the University of Florida will offer a five-year degree program called "Proteach," which David C. Smith, the dean of education, describes as "a sweeping departure" from traditional teacher-training programs.

To develop the curriculum, he says, faculty members asked three basic questions: What should beginning teachers know? What should they be able to do? What kind of people should they be?

From the answers, faculty members devised the expanded program, which will include general and professional studies, an academic specialization, clinical experience, and practice teaching. Graduates will receive a master's degree in elementary, secondary, or special education.

► The University of Southern Maine has just begun an experimental six-month program that offers people who want to make a career change an opportunity to become high-school teachers.

The first 16 students, selected from among 60 applicants, have completed a six-week session with courses in educational theory and other traditional subjects. They are working this fall as interns in Portland's secondary schools. In January they will be certified to teach in Maine's high schools.

The experiment was designed with high-school reform in mind, says Loren W. Downey, dean of education. "These students are socially committed people who have become discouraged about their ability to influence society through the usual channels," he says. "When they enter high-school teaching from another career, they will be interested in improving the condition of the schools. They understand that a quick fix is not enough. They will be strong participants in long-term change."

► Jersey City State College has just completed a five-year program in which students, beginning in their sophomore or junior years, spent five semesters studying and working full time in the public schools.

The program, which began in 1977, was designed by faculty members and students in the School of Professional Studies and Education—together with elementary-school teachers—to provide a total immersion for potential teachers in the inner-city schools.

The curriculum included special courses treating culture shock, racial prejudice, and urban social situations. Faculty members were assigned full time to the schools to instruct the students and supervise their practice teaching. Students either graduated from the program as "professional teachers" or "got a taste of what teaching is really like and selected themselves out," says Janice R. Boone, associate dean of education. The program, which is now being revised, also became "a shelter workshop for education faculty members, who have re-thought their perceptions of the inner-city schools," she says.

► Towson State University has just completed a three-year project in which 75 "teacher consultants" were trained to conduct writing workshops and seminars for classroom teachers. Each year since 1981, the college of education has selected 25 experienced writing teachers to participate in a five-week summer institute, improve their teaching skills, and become consultants or "master teachers."

"The best teacher of a teacher is another teacher," says Gloria Neubert-Loudermilk, co-director of the program, which is modeled on the Bay Area Writing Project in California. Because the approach was so successful, she says, some of the teacher consultants offered a similar program last summer for 50 elementary- and secondary-school students who were aspiring writers.

► The trustees of the California State University system recently approved a policy that, among other things, calls for the 19 campuses to make admission to education programs more rigorous, to require teacher candidates to demonstrate competence in subject matter and basic skills, and to develop a two-step teaching credential with a provisional certificate for beginners and a full professional credential for experienced teachers. Many campuses have begun to implement the recommendations.

The new systemwide policy "places the schools of education in a good position to implement things we have long wanted to do. Now we have a mandate from the top," says Ernest F. Garcia, dean of education on the San Bernardino campus.

Reaction to Calls for Reform

Teacher educators differ in their views about current responses to the call for reform in their field. Some think their programs are getting more than their share of criticism. Others worry that changes, while they may be necessary, are being made too quickly.

They say some reforms are superficial, affecting only the structure of programs and not the content, which is where the problems lie.

"Teacher education has become a scapegoat for all that is wrong with education," says Anne Flowers, dean of education at Georgia Southern College and president of the American Association of Colleges for Teacher Education.

"As professional educators, we recognize the inadequacies of some of our programs," she says. She adds, however, "With the declining quality of our applicant pool, we have made a significant effort to improve our recruiting."

Norene F. Daly, director of teacher education at Madonna College, cautions that "the redesign of teacher education must not be a revolutionary process but an evolutionary process."

"We must not react too quickly to our critics," she says. "We must make sure that changes have their foundation in the knowledge base and are not just a quick fix."

FACT-FILE

A Profile of 1981-82 Recipients of Doctorates

	Arts and humanities	Computer sciences	Education	Engineering	Life sciences	Mathematics	Physical sciences	Social sciences	All fields*
Doctoral degrees conferred†	3,560	220	7,226	2,644	5,565	720	3,348	6,250	31,048
Sex									
Male	57.6%	90.9%	51.2%	95.3%	72.3%	86.7%	86.3%	63.3%	67.6%
Female	42.4%	9.1%	48.8%	4.7%	27.7%	13.3%	13.7%	36.7%	32.4%
Racial or ethnic group‡									
American Indian	6	1	29	3	12	1	3	20	77
Asian	55	12	112	246	211	32	156	130	1,000
Black	103	1	606	20	72	6	29	244	1,133
Puerto Rican	27	—	43	11	12	1	8	31	138
Mexican-American	28	—	78	4	19	1	5	49	191
Other Hispanic	79	1	64	20	37	4	20	56	283
White	2,769	136	5,353	1,099	4,148	436	2,359	4,666	22,062
Other or unknown	189	4	117	58	142	18	78	118	649
Citizenship									
United States	84.7%	65.0%	86.6%	44.1%	80.4%	63.6%	75.0%	81.8%	78.3%
Foreign	10.2%	32.3%	9.9%	50.1%	16.6%	32.4%	21.9%	12.6%	17.4%
Unknown	5.1%	2.7%	3.5%	5.9%	3.0%	4.0%	3.1%	5.6%	4.3%
Marital status									
Married	55.7%	53.6%	67.1%	61.5%	58.5%	49.7%	54.1%	55.4%	59.4%
Not married	37.8%	42.7%	28.3%	31.7%	37.1%	45.3%	41.4%	37.6%	35.1%
Unknown	6.5%	3.6%	4.6%	6.8%	4.4%	5.0%	4.5%	7.0%	5.5%
Median age at doctorate	34.0	29.9	37.4	30.7	30.3	29.4	29.2	32.3	32.5
Median number of years from bachelor's degree to doctorate	11.2	7.7	13.6	8.0	7.6	7.0	6.8	9.2	9.6
Per cent with bachelor's degrees in same field as doctorate	61.1%	17.7%	39.9%	72.4%	41.4%	79.6%	77.2%	57.4%	53.5%
Planned postdoctoral study									
Fellowship	2.9%	4.5%	1.0%	3.1%	28.0%	6.1%	14.5%	6.1%	8.9%
Research associateship	0.8%	5.9%	1.1%	7.9%	15.7%	5.8%	22.9%	2.7%	7.1%
Traineeship	0.3%	0.5%	0.5%	1.5%	1.8%	1.3%	0.4%	1.8%	1.0%
Other	1.4%	0.0%	0.7%	0.5%	5.1%	0.4%	0.7%	1.1%	1.6%
Planned postdoctoral employment									
Educational institution	66.9%	35.5%	64.8%	22.3%	22.2%	54.7%	11.9%	41.2%	42.8%
Industry or business	7.5%	40.0%	7.1%	43.6%	10.3%	14.2%	35.4%	12.7%	15.4%
Government	2.8%	7.3%	9.4%	9.7%	6.9%	8.4%	6.0%	11.7%	8.0%
Nonprofit organization	3.8%	1.4%	5.6%	1.6%	2.0%	0.6%	0.7%	10.1%	4.9%
Other or unknown	4.7%	1.4%	4.1%	2.4%	2.2%	2.2%	1.3%	5.0%	3.4%
Postdoctoral status unknown	8.8%	3.6%	5.8%	7.5%	5.7%	6.4%	6.2%	7.8%	6.8%
Primary postdoctoral work									
Research and development	5.4%	64.4%	5.2%	63.8%	49.4%	41.5%	72.1%	20.5%	26.1%
Teaching	73.2%	25.5%	37.9%	20.9%	27.9%	48.3%	15.1%	36.4%	38.7%
Administration	6.7%	0.7%	34.9%	1.5%	4.9%	0.7%	2.1%	8.3%	14.0%
Professional services	4.6%	4.0%	13.1%	6.5%	8.6%	4.0%	3.2%	27.6%	12.9%
Other	5.5%	2.7%	2.5%	2.0%	3.9%	1.9%	3.5%	2.9%	3.2%
Unknown	4.7%	2.7%	6.5%	5.4%	5.3%	3.5%	4.0%	4.3%	5.1%
Region of employment after doctorate									
New England	7.5%	10.1%	5.4%	5.5%	4.9%	5.0%	5.1%	7.4%	6.0%
South Atlantic and Mid-Atlantic	30.7%	30.9%	28.0%	28.9%	25.0%	33.5%	34.4%	34.5%	30.4%
North Central	21.0%	12.7%	22.1%	15.9%	18.7%	17.5%	16.4%	19.1%	19.6%
South Central	12.2%	11.4%	15.1%	10.7%	13.0%	11.8%	15.3%	9.7%	13.1%
Mountain	3.9%	6.7%	4.9%	5.5%	4.9%	4.2%	5.5%	4.8%	4.9%
Pacific and insular	9.9%	18.8%	9.7%	15.0%	10.0%	11.6%	12.7%	9.9%	10.6%
Foreign	7.3%	6.7%	7.1%	13.7%	19.3%	12.7%	6.5%	8.9%	9.6%
Region unknown	7.5%	2.7%	7.7%	4.7%	4.0%	3.8%	3.9%	5.7%	5.9%

Note: Figures do not include first professional degrees, such as M.D. or D.D.S.
* Includes degree categories not listed separately.
† Includes non-U.S. citizens with temporary visas.
‡ Includes only U.S. citizens and foreign persons with permanent visas.

SOURCE: SURVEY OF EARNED DOCTORATES, NATIONAL RESEARCH COUNCIL

CHRONICLE SURVEY

Projections of College and University Hiring in 1983-84

	PUBLIC INSTITUTIONS				PRIVATE INSTITUTIONS				REGIONS				
	Research Universities	Comprehensive Colleges*	2-Year Colleges	All	Research Universities	Comprehensive Colleges*	Liberal Arts Colleges	All	East	Midwest	South	West	All Institutions
Number of faculty positions is expected to:													
Increase	30.0%	39.3%	25.8%	29.4%	37.5%	41.4%	32.4%	35.3%	29.9%	41.0%	34.5%	43.0%	31.8%
Decrease	30.0%	14.3%	12.9%	14.7%	12.5%	13.8%	10.8%	11.8%	7.0%	15.8%	13.2%	15.0%	13.5%
Stay the same	40.0%	46.4%	61.3%	55.9	50.0%	44.8%	56.8%	52.9%	63.1%	43.1%	52.3%	42.0%	54.7%
Number of administrative positions is expected to:													
Increase	5.3%	14.3%	12.9%	12.6%	20.8%	17.2%	19.4%	18.9%	28.1%	17.7%	3.2%	19.4%	15.1%
Decrease	31.6%	10.7%	12.9%	13.8%	16.7%	10.3%	5.6%	7.8%	7.8%	10.1%	9.3%	12.5%	11.5%
Stay the same	63.2%	75.0%	74.2%	73.5%	62.5%	72.4%	75.0%	73.3%	64.3%	72.2%	87.4%	68.0%	73.4%
Number of professional-staff positions is expected to:													
Increase	5.6%	9.5%	11.1%	10.0%	9.1%	11.8%	12.0%	11.6%	11.0%	3.9%	6.3%	16.5%	10.7%
Decrease	22.2%	9.5%	16.7%	15.3%	18.2%	11.8%	0.0%	4.8%	8.6%	14.5%	6.5%	2.5%	11.0%
Stay the same	72.2%	81.0%	72.2%	74.7%	72.7%	76.5%	88.0%	83.6%	80.4%	81.6%	87.2%	81.0%	78.3%
Number of clerical-staff positions is expected to:													
Increase	5.3%	11.1%	19.4%	16.3%	12.5%	7.1%	21.1%	16.5%	23.6%	22.0%	5.6%	17.2%	16.4%
Decrease	26.3%	11.1%	9.7%	11.3%	25.0%	10.7%	5.6%	8.6%	8.6%	9.5%	7.0%	15.3%	10.3%
Stay the same	68.4%	77.8%	71.0%	72.4%	62.5%	82.1%	73.2%	74.9%	67.8%	68.5%	87.4%	67.5%	73.4%
Number of trade-and-technical positions is expected to:													
Increase	5.3%	14.8%	7.4%	9.2%	4.3%	9.1%	7.8%	7.8%	19.8%	2.7%	2.5%	14.6%	8.7%
Decrease	15.8%	3.7%	7.4%	7.2%	17.4%	9.1%	1.6%	4.8	5.4%	7.5%	2.7%	11.7%	6.3%
Stay the same	78.9%	81.5%	85.2%	83.7%	78.3%	81.8%	90.6%	87.3%	74.8%	89.9%	94.9%	73.7%	85.1%
Number of auxiliary positions is expected to:													
Increase	10.5%	0.0	4.5%	3.9%	13.6%	3.8%	3.0%	4.1%	7.6%	0.0%	0.0%	4.8%	4.0%
Decrease	5.3%	4.0%	4.5%	4.5%	18.2%	7.7%	3.0%	5.5%	7.4%	6.7%	3.5%	0.0%	4.9%
Stay the same	84.2%	96.0%	90.9%	91.7%	68.2%	88.5%	93.9%	90.4%	85.0%	93.3%	96.5%	95.2%	91.1%
Number of contract-labor positions is expected to:													
Increase	14.3%	0.0%	5.9%	5.6%	5.3%	0.0%	1.9%	1.8%	0.9%	13.5%	3.6%	3.7%	3.9%
Decrease	0.0%	8.3%	5.9%	5.7%	5.3%	7.7%	3.7%	4.8%	8.7%	0.0%	4.9%	0.0%	5.2%
Stay the same	85.7%	91.7%	88.2%	88.6%	89.5%	92.3%	94.4%	93.6%	90.5%	86.5%	91.5%	96.3%	90.8%

* Institutions with more than 1,500 students, a liberal-arts program, and at least one professional program.

Note: Survey data are based on responses from a stratified random sample of 100 public and 100 private colleges and universities. Private two-year colleges and institutions with enrollments under 500 are not included. Technical inquiries about the survey design and sampling techniques should be addressed to John Minter Associates, P.O. Box 107, Boulder, Colo. 80306.

SOURCE: SURVEY FOR THE CHRONICLE BY JOHN MINTER ASSOCIATES

Letters of Recommendation *Continued from Preceding Page*

realize that it probably helps applicants to say something about their weaknesses.

Many people say they are suspicious when a letter makes the candidate sound superhuman. Letters that don't seem to offer a balanced evaluation, therefore, are often ignored.

"There are different ways of putting negative comments," notes Ms. Wagoner.

"You could say, 'This person is insecure and I can't figure out his motivation'—that would kill a person right away," she says. "Or you could say, 'This person was insecure during his first year, which may account for some low grades, but he has blossomed since then and done well.' That can be a favorable comment."

But obvious attempts to "offer a negative statement by manufacturing a weakness" can backfire, says Ms. Cornell of Columbia. She says she is especially annoyed by such comments as, "His only weakness is that he has not yet studied business."

"Would that we were all so perfect," adds Ms. Cornell.

Writing an effective letter of recommendation is no easy task, however—even for those who have had extensive experience wading through stacks of them. But veterans of the task say they have picked up some techniques that have improved their own letter-writing skills. Among their suggestions:

"Start with a clean slate," says Elizabeth Day, director of admissions and student affairs at Dartmouth College's Amos Tuck School of Business Administration. Consider what stands out about the applicant and don't let any "laundry list" of questions stop you from pointing out what is most important, she says.

Explain your relationship to the candidate. Make clear how well you know the person, says John P. Hummel, associate head of the chemistry department and chairman of the graduate admissions committee at the University of Illinois. Have you worked closely with the individual? Or is your recommendation based on limited information, such as performance in one course?

Learn about the candidate's career goals before you write. Particularly for students you don't know outside the classroom, it's a good idea to set up an interview with them, says Janet Bickel, staff associate in the division of student programs at the Association of American Medical Colleges. Then ask them to describe an encounter with someone who holds different beliefs from theirs, or ask what they've accomplished during vacation periods, she suggests. That way you can assess a student's motivation and ability to think independently, she says.

Compare the applicant to others. It may not be enough to write that a person has done well, says Ms. Cornell. If it's appropriate, try saying something like, "This is one of the best students I've ever had in this class," or, "This is the best person to have held this job in five years." Also mention the nature and length of your own experience to add credibility, says Mr. Hummel.

Tailor the letter to specific positions or programs. "If I'm looking for a comptroller, I want to know that a person has successfully managed 'x' amount of money and saved 'x' dollars," says Ms. White.

At the N.Y.U. law school, Ms. Curll says, she appreciates knowing how prospective students would benefit from studying in New York City.

Use details to back up your remarks. Use "behavioral" terminology, says Anne S. Devlin, associate professor and chairman of the psychology department at Connecticut College. Give concrete examples, for instance, to show how a teacher conducted a particularly creative laboratory course—or mention a colleague's willingness to accept even the dreariest of committee assignments, she suggests.

Tell applicants honestly how you feel about writing a letter for them. You're under no obligation to write a letter for anyone, so if you feel uncomfortable doing it, say so, says Patricia L. Rose, director of career planning and placement services at the University of Pennsylvania. And if you end up writing a negative letter anyway, at least tell the candidate that you have done so.

Elaborate on the limitations of a position or situation. If a person hasn't had a chance to demonstrate ability in an area that may be essential in a new job, that should be mentioned, says Richard C. Skelton, director of admissions at Bucknell University. Otherwise, prospective employers may assume, perhaps wrongly, that you are avoiding something negative.

Noting that staff reductions have eliminated a position also may be necessary, Ms. Devlin says. For example, a candidate's qualifications may have little to do with a decision to deny him or her tenure—something a search committee needs to understand.

Some letter writers tend to make ambiguous statements, such as, "This person should be well qualified to achieve tenure at your institution," says John L. Margrave, vice-president for advanced studies and professor of chemistry at Rice University. He says he wonders whether such remarks mean that the candidate is "not good enough for our university but will be good enough for you," or whether the writer was merely being careless.

Avoid sexist or racist remarks. References to a prospective faculty member's "attractive wife" are seen less frequently these days, say those who receive recommendations, but they have yet to disappear. "Condescending or sexist remarks turn me off the recommender," says the University of Pennsylvania's Ms. Rose, "and make me wonder about the candidate."

Watch for cultural differences in phrasing. While a remark such as "Mr. Jones is not bad at all" might be considered complimentary for someone accustomed to understatement, says Ms. Rose, "that's not a good thing for a student to have on his record."

Volunteer to provide further information on the phone. Because she has such a busy schedule, Ms. Cornell says she includes her phone number and offers to accept a follow-up call "as a way of saying this is a candidate I feel strongly about." She regards such an offer to her as a sign that the candidate deserves to be taken seriously. To call extra attention to a person, Mr. Skelton of Bucknell says he sometimes initiates follow-up calls himself.

Keep the letter brief. Experienced readers look at the signature first, read the last paragraph, and then decide whether the rest of the letter is worth reading, says Ms. Wagoner. If it's six to eight pages long, she says, then it is almost certain to be scanned. Admissions panels generally find that a page to a page and a half is long enough for most letters. Personnel specialists say several succinct paragraphs often do.

End on an upbeat note. To emphasize your enthusiasm, Ms. Rose suggests, use a punchy phrase: "Hire her—you won't be sorry!"

New Books on Higher Education

It may be necessary to add state tax to the cost of the books listed below. Discounts may be available to scholars and to people who order in bulk.

Evaluating Bibliographic Instruction: A Handbook (Association of College and Research Libraries, 50 East Huron Street, Chicago 60611; 122 pages; $13 for A.C.R.L. members, $17 for nonmembers, prepaid).

Handbook of Student Financial Aid: Programs, Procedures, and Policies, by Robert H. Fenske (Jossey-Bass Publishers, 433 California Street, San Francisco 94104; 500 pages; $25.95 prepaid).

Marginal Costing Techniques for Higher Education, by Richard Allen and Paul Brinkman (Publications Department, National Center for Higher Education Management Systems, P.O. Drawer P, Boulder, Colo. 80302; 80 pages; $6, plus 50 cents for shipping). Marginal cost is the change in total cost that would result from providing educational services to an additional student; employing one of three methods of calculating marginal cost may help institutions and federal and state governments to estimate better the cost implications of changing enrollment levels.

Partners in the Research Enterprise: University-Corporate Relations in Science and Technology, edited by Thomas W. Langfitt and others (University of Pennsylvania Press, 3933 Walnut Street, Philadelphia 19104; 224 pages; $35 hardcover, $14.95 paperback, prepaid).

Patterns in Liberal Arts Curricula: A Survey of Program Models, by Orland W. Kolling (ERIC Document Reproduction Service, P.O. Box 190, Arlington, Va. 22210; 196 pages; $14.40, plus $2.32 for shipping).

Raising Academic Standards: A Guide to Improving Learning, by Ruth T. Keimig (Association for the Study of Higher Education, One Dupont Circle, Suite 630, Washington 20036; 83 pages; $5 for members of A.S.H.E., the American Association for Higher Education, American Educational Research Association, and the Association for Institutional Research, $6.50 for nonmembers, prepaid).

Rational Decisionmaking in Higher Education, by Ellen Earle Chaffee (Publications Department, National Center for Higher Education Management Systems, P.O. Drawer P, Boulder, Colo. 80302; 85 pages; $10, plus 50 cents for shipping).

Research Activities and Funding Programs, 1983 edition, edited by Anthony T. Kruzas and Kay Gill (Gale Research Co., Book Tower, Detroit 48226; the two-volume work has about 355 pages and costs $142.50 prepaid). Describes research programs conducted or supported by private organizations in the U.S.

Side-lines

Further fallout from the drug scandal at last month's Pan American Games:

The U.S. Amateur Basketball Association has decided to test candidates for the American men's and women's Olympic basketball teams for drug use during tryouts next spring.

Edward S. Steitz, president of the U.S.A.B.A. and athletic director at Springfield College, said his group would use the same equipment as that at the Pan American Games to test athletes' bodies for traces of drugs that have been banned by the International Olympic Committee. In previous years, American players have been tested only after they made the team.

"We have never discovered that any of our players have used the illegal substances," Mr Steitz said, "and we're bound and determined we're not going to permit it."

•

Starting this fall, fans of the University of Illinois and the University of Wisconsin will be able to drink their school spirits.

Two new beverages, Illini Beer and Badger Beer, will be available in Champaign, Ill. and Madison, Wis., homes of the two universities, in time for this football season.

The beers will be identical, except for the labels, according to a University of Illinois spokesman. The labels, he said, will display a modified design of the university's insignia, the school colors, and the school name. The university, however, has no connection with the brewing or sale of the beer.

The school colors and name can be used without the university's consent because they are in the public domain, said Donald Wendell, vice-chancellor of administrative affairs at Illinois.

Mr. Wendell said that the manufacturer had contacted the university, but that Illinois had "no interest in giving indication of approval or endorsement for the product," because of legal restraints.

The creator of the beer, John Freed, is president of Freedom Spirit, Inc., in South Carolina. Mr. Freed was unavailable for comment, but it is believed that he intends to expand the program to include other Big 10 universities.

•

A University of Iowa women's group has accepted an apology from the institution's football coach, Hayden Fry, for his referring to a woman as a "little dumplin' " in an interview published by a local newspaper.

In the interview, Mr. Fry said that while he was a quarterback on the Baylor University football team in the 1940's, "you could always find a little dumplin' to do the wash and then take her out to eat."

The campus chapter of the Associated Professional and Faculty Women asked Iowa's president, James Freedman, to censure Mr. Fry for his "demeaning and offending remarks which perpetuate the secondary status of women." The request was withdrawn after the apology.

Athletics

Four Universities Threaten to Pull Out of Canadian Football Championship

By MARK GERSON

TORONTO

Unless a last-minute settlement is reached between universities in Canada's Atlantic provinces and the Canadian Interuniversity Athletic Union, no football teams from the Atlantic region will be competing this year for the Vanier Cup, Canada's intercollegiate football championship.

The Atlantic Universities' Athletic Association—which represents four football-playing institutions in the eastern Canadian provinces of New Brunswick and Nova Scotia—withdrew from the championship to protest scheduling changes that would have rotated the eastern semifinal game among other Canadian athletic associations.

Until now, the semifinal has been the Atlantic Bowl, Canada's oldest university bowl game. Played annually in Halifax, Nova Scotia, since 1959, the Atlantic Bowl became the Vanier Cup's semifinal in 1967.

According to Ken Bellemare, president of the Atlantic universities' group, the issue is not simply an emotional one. Travel costs for the universities and missed classes for the players would also create problems.

This year's revised schedule would have had the A.U.A.A. champion travel to Toronto to meet the winner of the Ontario Universities Athletic Association in the Atlantic Bowl just a week before the Vanier Cup game in Toronto. "Had our team won," said Mr. Bellemare, "it wouldn't have made sense to return home for a couple of days, only to turn around and go back to Toronto for the Vanier Cup. We would probably have stayed in Ontario for those few days."

Although the C.I.A.U. subsidizes travel expenses, Mr. Bellemare is worried that the additional cost of food and accommodations would be a financial burden to the Atlantic university. Were an Ontario team to travel to Halifax for the Atlantic Bowl, it could more easily return home and then go to Toronto, he said.

Mr. Bellemare said the A.U.A.A. was also concerned by the number of missed classes that such an extended trip would represent for players.

Always a 'Moneymaker'

Another issue is attendance. "When the Atlantic Bowl is held in Halifax," said Larry Uteck, football coach at Saint Mary's University, a member of the A.U.A.A., "we can consistently get 7,000 to 8,000 fans, which they can't seem to do elsewhere. The game has always been shown to be a moneymaker."

The profit generated from fan and sponsor support has prompted the Atlantic universities to offer to cover the costs not paid by the C.I.A.U. to teams traveling to a Halifax Atlantic Bowl. The A.U.A.A. has also asked the national association to launch a study of the costs and scheduling of interuniversity football in Canada.

Some players on Atlantic university football teams aren't happy with the situation. The championships, they say, offer them their best chance to show off their talents to scouts from the Canadian Football League. Many of the players say they might have decided to attend institutions in other parts of Canada had they known they would have been excluded from playing in the national championships.

If the players were now to transfer to other institutions, they would not be allowed by the C.I.A.U. to participate in athletics for one year.

Negotiations are continuing between the two associations, but both John McConachie of the C.I.A.U. and Mr. Bellemare concede that it will be difficult to reschedule games to fit in the Atlantic universities once the football season has begun.

If the issue is settled in the coming academic year, the A.U.A.A. will probably be back in the running for the Vanier Cup next year, said Mr. Bellemare.

NCAA to Spend $36.6-Million in 1983-84, Up 14 Pct.

MISSION, KAN.

The executive committee of the National Collegiate Athletic Association has adopted a budget of $36.6-million for the 1983-84 fiscal year—$4.6-million, some 14 per cent, higher than the N.C.A.A.'s 1982-83 budget.

As in past years, nearly two-thirds of the association's income will come from the Division I men's basketball championship.

Another 14 per cent will come from an assessment levied on member-institutions' income from their football teams' appearances on network television.

That assessment was in doubt until recently because of a challenge to the legality of the association's television contracts. In July Justice Byron R. White stayed a lower-court order striking down the contracts, pending an appeal to the Supreme Court in the fall. Since the Court will not decide until October at the earliest whether to review the issue, it appears likely that the contracts will continue unchanged during the current football season.

Should the Supreme Court uphold the lower courts' rulings, however, the N.C.A.A. stands to lose that budget item in future years. It is now $5-million a year and, unless forbidden by the Court, is likely to grow.

In releasing the budget, the association noted that less than 1 per cent of its revenue comes from dues levied on members, and that 60 per cent of its total expenditures go back to members in such forms as transportation to championships, per-diem expenses at championships , and distribution of receipts from championships.

Less than 20 per cent of its income is spent on running the national office, the association said.

Other highlights from the N.C.A.A.'s budget:

► Just as it did last year, the association has budgeted $1.5-million for legal expenses and fees.

► The N.C.A.A. will spend more money to enforce its rules. Last year its enforcement and legislative services department was budgeted for $1.1-million. This year the operations have been separated. The enforcement department alone is scheduled to spend $1.4-million, and legislative services is budgeted for $400,000.

► For the first time, the association has budgeted an operating reserve fund of $1-million.

NCAA's Budget for 1983-84, Compared with 1982-83

Item	1983-84 Budget	1982-83 Budget	Pct. Change
Revenues			
Division I men's basketball championship	$23,755,100	$20,580,000	+15%
Football television assessments	5,081,800	4,531,000	+12%
Other Division I championships	3,350,900	2,888,000	+16%
Marketing	1,134,000	900,000	+26%
Division II championships	946,000	988,000	−4%
Publishing	649,000	579,000	+12%
Investments	575,000	600,000	−4%
Television–films	447,000	304,000	+47%
Membership dues	317,600	299,000	+6%
Division III championships	310,000	305,000	+2%
Miscellaneous	55,600	35,000	+59%
Communications	34,000	32,000	+6%
Total	$36,656,000	$32,041,000	+14%
Expenses			
Championships	$23,553,000	$21,217,000	+11%
Legal	1,500,000	1,500,000	—
Enforcement department	1,434,000	—	n/c
Enforcement and legislative services department	—	1,135,000	n/c
Publishing department	1,354,000	1,280,000	+6%
Communications department	1,070,700	1,536,000	−30%
Administration department	1,041,000	888,000	+17%
Funded operating reserve	1,000,000	—	n/c
Championships department	883,000	783,000	+13%
Promotion	774,000	—	n/c
Committees	754,000	903,000	−17%
General	678,000	604,000	+12%
Development	606,000	613,000	−1%
Television–films	504,300	564,000	−11%
Marketing	458,000	325,000	+41%
Legislative services	389,000	—	n/c
Rent	378,000	408,000	−7%
Postgraduate scholarships	185,000	185,000	—
Research	94,000	100,000	−6%
Total	$36,656,000	$32,041,000	+14%

n/c - not comparable

SOURCE: NATIONAL COLLEGIATE ATHLETIC ASSOCIATION

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News Summary

Articles on inside pages

Black faculty members at predominantly white colleges and universities face a wide range of personal and professional problems. Story on Page 19.

Salary-reduction plans can provide faculty members with nontaxable fringe benefits and a way to do better financially with lower pay. Story on Page 19.

Sticky questions concerning the co-authorship of research papers have prompted the American Psychological Association to draw up guidelines for giving credit to dissertation supervisors. Story on Page 7.

Political scientists are dissatisfied with the current state of scholarship on the American Presidency. Story on Page 7.

Sociological studies of drinking habits and boredom were among the research reports presented at the annual meeting of the American Sociological Association. Story on Page 7.

Research money earmarked by the federal government for small-business innovation may find its way to university researchers. Story on Page 15.

Student athletes at the University of California at Los Angeles can receive special counseling aimed at encouraging them to plan for nonathletic careers. Story on Page 23.

Dennis Brutus, a native of Zimbabwe on the faculty of Northwestern University, has been granted political asylum in the U.S. against the wishes of the Immigration and Naturalization Service. Story on Page 27.

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SALVADOR'S UNIVERSITY: 3 YEARS OF OCCUPATION

PHOTOGRAPH FOR THE CHRONICLE BY CINDY KARP, BLACK STAR

More than three years after it was attacked by the army, the campus of the National University of El Salvador remains closed, patrolled by armed National Guardsmen. See story on Page 27.

Plan to Give Presidents More Power 'Undemocratic,' NCAA Officer Says

Compromise is sought; proposal's backers start lobbying

By N. SCOTT VANCE

The second-highest official of the National Collegiate Athletic Association last week assailed as "undemocratic" a proposal to give university presidents effective control of the N.C.A.A. He said he hoped some compromise could be reached to modify the plan.

The special committee of college presidents that tentatively endorsed the proposal mailed copies of it to the heads of the 787 institutions that belong to the N.C.A.A., in an effort to explain their position and solicit their colleagues' reactions to it. The text of the proposal appears on Page 24.

Members of the panel have said they are willing to consider changes in their tentative plan but are unlikely to agree to compromises that would not give the presidents significant power to control the association.

The 40-member committee, sponsored by the American Council on Education, also plans to give seminars in conjunction with forthcoming education-association meetings to answer questions that other presidents have about the proposal.

'Board of Presidents'

The panel wants to establish a 36-member "board of presidents" within the N.C.A.A. that would have the power to veto rules or practices of the association and to impose rules of its own design on N.C.A.A. members.

Members of the board would be elected to three-year terms by presidents of N.C.A.A. institutions. The board's actions could be overruled by a majority vote—taken by mail—of the presidents of N.C.A.A. institutions.

John R. Davis, secretary-treasurer and No. 2 officer of the N.C.A.A., said the chief problem with the proposal was that it would vest too much power in the board. He criticized the plan in an interview last week, after he attended a meeting in Chicago between members of the N.C.A.A. council, the association's governing board, and members of the A.C.E. panel. Before the meeting, N.C.A.A. officials had declined to comment extensively on the proposal.

Mr. Davis said the proposed board of presidents would be much the same as a "banana dictatorship" that has the power

Continued on Page 24, Column 1

U.S. Drops Plan for Soviet Talks on Exchanges

Action is part of response to destruction of airliner

By MALCOLM G. SCULLY

WASHINGTON

The Soviet Union's destruction of a South Korean airliner has abruptly ended the United States' plans to resume negotiations with the Russians on a new agreement for cultural, scientific, and scholarly exchanges.

Responding to the incident, in which 269 people were killed, President Reagan announced last week that the negotiations would remain suspended. Only a week earlier, the State Department said the two governments had agreed to reopen discussions of the pact.

At issue is a 1958 agreement that laid the groundwork for most of the subsequent scientific and scholarly exchanges between the two countries. The agreement expired in 1979 and has never been renewed, primarily because of the chill in East-West relations brought on by the Soviet intervention in Afghanistan, the arrest in 1980 of the physicist Andrei D. Sakharov, and Russian support for the imposition of martial law in Poland.

There have been no exchanges of performing-arts groups or of cultural exhibits since 1979, but some scholarly exchanges have continued, including Fulbright lectureships and exchanges for research in the humanities and social sciences, administered by the International Research and Exchanges Board, known as IREX.

"The exchanges have continued in an ambiguous framework where there is no signed treaty but where the two countries are observing the conditions that would have been in effect if there had been a

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At least two universities have canceled games with a Soviet basketball team that is scheduled to tour the U.S. See Page 23.

U.S.-Soviet Exchanges: a Chronology

1958: The United States and the Soviet Union sign a general agreement on "contacts, exchanges, and cooperation in scientific, technical, educational, cultural, and other fields." The agreement will serve as the framework for many subsequent exchanges between the two countries. Scholarly exchanges of graduate students, young faculty members, senior scholars, and teachers of English and Russian are approved, to be administered by the Inter-University Committee on Travel Grants.

1959: America's National Academy of Sciences and the Soviet Academy of Sciences sign an "agreement on the exchange of scientists."

1961: The American Council of Learned Societies and the Soviet Academy of Sciences sign an agreement for exchanges in the humanities and social sciences.

1968: The Inter-University Committee on Travel Grants is reorganized as the International Research and Exchanges Board, known as IREX, which con-

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